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## Social Justice

### Learning Packet Overview

The Social Justice Learning Packet is a review of material that has been covered between Q1 and Q3. Exemplar answers and responses to questions can be found on the Social Justice Google Classroom.

### Necessary Materials

- Internet Access/Device
- Discussion Notes
- Google Classroom ([e4iot7e](#))

### How students will be successful in Physics

Students will be successful if:

- Fully define each vocabulary term.
- Answer each questions in well-developed sentences that answer every part of the question.

### How caregivers can help students be successful

Caregivers can help students be successful by:

- Ensure students are using complete sentences and are attempting to answer each question before using the KO.

## Q1 Review

**Check Yourself.** In the table below, IN BLUE OR BLACK, write the definition for each term. Then look at the KO and, IN RED, correct or add to your definition to match the exemplar.

| <b>Term</b>                   | <b>Definition</b> |
|-------------------------------|-------------------|
| <b>Society</b>                |                   |
| <b>Justice</b>                |                   |
| <b>Social Justice</b>         |                   |
| <b>Philosophy</b>             |                   |
| <b>Reason</b>                 |                   |
| <b>Utilitarian Principle</b>  |                   |
| <b>Universe of obligation</b> |                   |
| <b>refugee</b>                |                   |
| <b>asylum</b>                 |                   |
| <b>push factor</b>            |                   |
| <b>pull factor</b>            |                   |

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|----------------------------------|--|
|                                  |  |
| <b>Allegory</b>                  |  |
| <b>Eudaimonia</b>                |  |
| <b>school-to-prison pipeline</b> |  |
| <b>proportionate</b>             |  |
| <b>implicit bias</b>             |  |
| <b>premise</b>                   |  |
| <b>conclusion</b>                |  |
| <b>evidence</b>                  |  |
| <b>Inductive</b>                 |  |
| <b>deductive</b>                 |  |
| <b>valid</b>                     |  |
| <b>cogent</b>                    |  |
| <b>fallacy</b>                   |  |





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6. What's the difference between a valid argument and a cogent argument? Which is better?

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7. How is the story of the cave an allegory for the process of getting an education?

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**Check Yourself.** In the table below, IN BLUE OR BLACK, write the definition for each term. Then look at the KO and, IN RED, correct or add to your definition to match the exemplar.

|                                 |  |
|---------------------------------|--|
| <b>Anarchy</b>                  |  |
| <b>Failed state</b>             |  |
| <b>Sovereignty</b>              |  |
| <b>Social contract</b>          |  |
| <b>State of nature</b>          |  |
| <b>Unalienable rights</b>       |  |
| <b>Authoritarianism</b>         |  |
| <b>Tradeoff</b>                 |  |
| <b>American social contract</b> |  |
| <b>Will of the majority</b>     |  |
| <b>Non-arbitrary</b>            |  |
| <b>Discovery Doctrine</b>       |  |

|                                     |  |
|-------------------------------------|--|
| <b>Trail of Tears</b>               |  |
| <b>Johnson v. M'Intosh</b>          |  |
| <b>City of Sherill, NY v Oneida</b> |  |
| <b>Bill of Rights</b>               |  |
| <b>Federalism</b>                   |  |
| <b>Amend. 1</b>                     |  |
| <b>Amend. 2</b>                     |  |
| <b>Amend. 3</b>                     |  |
| <b>Amend. 4</b>                     |  |
| <b>Amend. 5</b>                     |  |
| <b>Amend. 6</b>                     |  |
| <b>Amend. 7</b>                     |  |
| <b>Amend. 8</b>                     |  |

|                                |  |
|--------------------------------|--|
| <b>Amend. 9</b>                |  |
| <b>Amend. 10</b>               |  |
| <b>Amend. 13</b>               |  |
| <b>Amend. 14</b>               |  |
| <b>Amend. 15</b>               |  |
| <b>Amend. 19</b>               |  |
| <b>Amendment 26</b>            |  |
| <b>Due process of law</b>      |  |
| <b>Civil trial</b>             |  |
| <b>Unenumerated rights</b>     |  |
| <b>Substantive due process</b> |  |
| <b>Judicial review</b>         |  |
| <b>Civil liberty</b>           |  |

|                                                                                           |  |
|-------------------------------------------------------------------------------------------|--|
| <b>Civil right</b>                                                                        |  |
| <b>Brown v. Board of Ed. of Topeka</b>                                                    |  |
| <b>San Antonio Independent School District v. Rodriguez</b>                               |  |
| <b>West Virginia State Board of Ed. v. Barnette</b>                                       |  |
| <b>Tinker v. Des Moines School District</b>                                               |  |
| <b>New Jersey v. TLO</b>                                                                  |  |
| <b>Bethel School v. Fraser</b>                                                            |  |
| <b>Hazelwood School v. Kuhlmeier</b>                                                      |  |
| <b>DeShaney v. Winnebago County Social Services</b>                                       |  |
| <b>Compare and contrast Locke's social contract with the principle of utilitarianism.</b> |  |
| <b>Does authoritarianism align more to Hobbes or Locke? Democracy? Why?</b>               |  |
| <b>In what ways is the American social contract based on Locke's philosophy?</b>          |  |

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| <b>Under what circumstances is it acceptable for the government to violate citizens' unalienable rights, according to Locke?</b>    |  |
| <b>How have Native Americans been excluded historically from the American social contract?</b>                                      |  |
| <b>Explain due process of law as described in the Bill of Rights.</b>                                                               |  |
| <b>Why are the decisions made by the Supreme Court so important?</b>                                                                |  |
| <b>Explain how the 14th Amendment expanded the Bill of Rights.</b>                                                                  |  |
| <b>Explain the tradeoff between freedom and security, using specific examples.</b>                                                  |  |
| <b>According to Locke, why would a person have to pay taxes, even if they did not approve of the laws passed by the government?</b> |  |
| <b>Explain the difference between a civil right and a civil liberty.</b>                                                            |  |

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| <b>Is education a civil right or civil liberty?</b> |  |

### Q3 Review

**Check Yourself.** In the table below, IN BLUE OR BLACK, write the definition for each term. Then look at the KO and, IN RED, correct or add to your definition to match the exemplar.

| TERM                      | DEFINITION |
|---------------------------|------------|
| incarceration             |            |
| criminal justice system   |            |
| due process of law        |            |
| 4 <sup>th</sup> amendment |            |
| 5 <sup>th</sup> amendment |            |
| 6 <sup>th</sup> amendment |            |
| crime control model       |            |
| due process model         |            |
| plea bargain              |            |
| stop and frisk            |            |
| mandatory minimum         |            |
| prosecutor                |            |
| felony                    |            |
| misdemeanor               |            |
| Brown v. Plata (2011)     |            |
| War on Drugs              |            |

|                                  |  |
|----------------------------------|--|
|                                  |  |
| <b>Criminalization</b>           |  |
| <b>racialized social control</b> |  |
| <b>retributive justice</b>       |  |
| <b>retribution</b>               |  |
| <b>deterrence</b>                |  |
| <b>incapacitation</b>            |  |
| <b>rehabilitation</b>            |  |
| <b>restorative justice</b>       |  |
| <b>inclusion</b>                 |  |
| <b>encounter</b>                 |  |
| <b>amends</b>                    |  |
| <b>reintegration</b>             |  |
| <b>no excuses model</b>          |  |
| <b>zero tolerance policy</b>     |  |
| <b>Holocaust</b>                 |  |
| <b>Nuremberg tribunal</b>        |  |
| <b>Apartheid</b>                 |  |



|                                                                                                            |                 |
|------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Truth and Reconciliation Commission</b>                                                                 |                 |
| <b>amnesty</b>                                                                                             |                 |
| <b>genocide</b>                                                                                            |                 |
| <b>transitional justice</b>                                                                                |                 |
| <b>systemic racism</b>                                                                                     |                 |
| <b>HOT Question</b>                                                                                        | <b>Response</b> |
| <b>Give an example of each of the four philosophies of punishment.</b>                                     |                 |
| <b>Compare and contrast retributive and restorative justice.</b>                                           |                 |
| <b>What are the pros and cons of using restorative justice in schools?</b>                                 |                 |
| <b>Why might restorative justice be desirable in a society with a system of racialized social control?</b> |                 |

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| <b>What are the benefits and limitations of restorative justice as a form of transitional justice?</b> |  |

